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ABSTRACT

The Reconstruction Era in U.S. history is an important time because the nation was trying to put itself back together after the tragic and devastating Civil War. Families had been ripped apart, and the Confederate States that had seceded needed to be brought back into the United States. Hard feelings, distrust, and hatred were the dominant emotions of the time. The nursery rhyme, Humpty Dumpty, is equated with the Civil War. Trying to put the nation back together again is the theme of this eighth grade activity. It asks student groups to develop a compromise that solves the 1876 presidential problem, unifies the country, and honors civil liberties. In the student group of six scholars, each student has a topic to research to gain an understanding of the events and/or people of the era. The group writes a three to four page plan to solve the problems and presents the plan to the class trying to convince them the group's plan is the best solution. One member of each group is responsible for making a Biography-in-a-Bag report. The activity details an eight step process; lists extensive resources; provides learning advice; addresses evaluation criteria; offers a conclusion; presents a reflection activity; suggests extension activities; states grade level/unit; addresses California state history/social science standards, information literacy skills, and literacy skills; states lesson purpose; lists teacher materials; discusses interdisciplinary connections; addresses adaptations for special needs students; and furnishes background information. Attached are brain-based grids. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Reconstruction of the South Jigsaw Puzzle

Eighth Grade Activity
by Freda Kelly

SO 034 529

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San Bernardino County Superintendent of Schools
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San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/reconstruction_of_the_south/

2002

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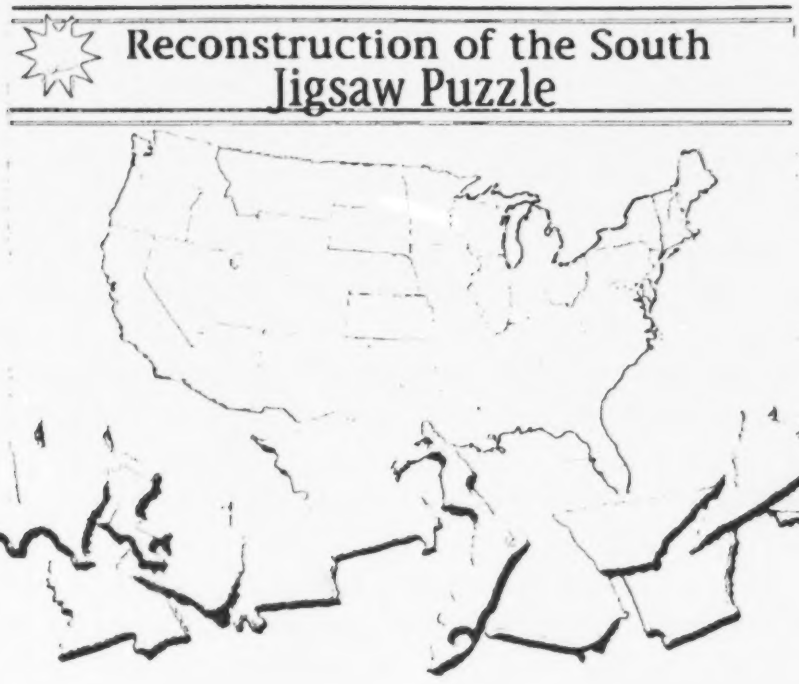

Humpty Dumpty Reconstruction

Introduction:

The Reconstruction Era in America's history is an important time because the nation was trying to put itself back together after the tragic and devastating Civil War. Families had been ripped apart as they fought for different views and rights. The Confederate States that had seceded needed to be brought back into the United States. To prevent future secessions, the rebel states needed to have a consequence. Heated debates of the time were over how severe should the consequences be for the "Rebel" States. Cities and farmland, especially in the South, had been completely destroyed. The casualties from this war were greater than all of America's other wars combined. Four million former slaves were now proclaimed to be free. Hard feelings, distrust, and hatred were the dominant emotions of the time. In the nursery rhyme, Humpty Dumpty, we hear that he had a great fall. This can be equated to America's Civil War. We are also told that "all the king's men could not put Humpty Dumpty back together again." This is pretty much what happened with Reconstruction as you soon discover in this lesson.

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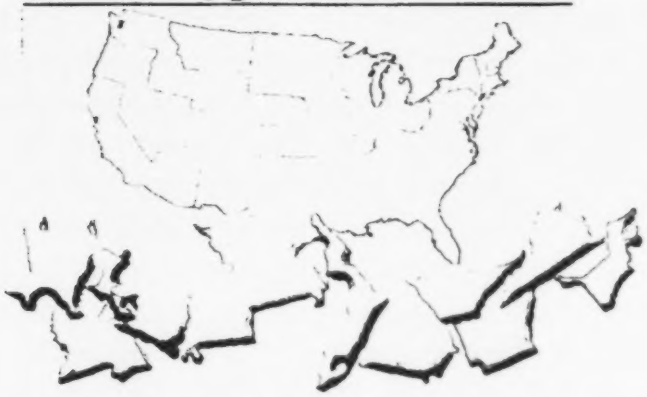
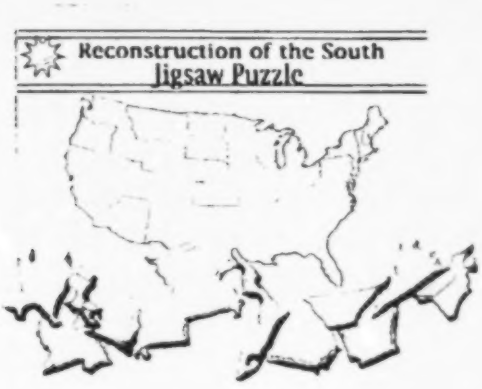


Humpty Dumpty Reconstruction

Task:

The task for you and your group is to develop a compromise that will solve the 1876 Presidential problem, make America unified, and honor civil liberties. As a group of six scholars, you each have a topic to research to gain a better understanding of the events and/or people of the era. As a group, you will need to write a 3-4 page plan to solve these problems. In your plan you need to include logic, historic possibility, and some of the research from each of your topics. You will present this plan to the class. Through logic and persuasiveness, you need to convince the class that yours is the best solution for America. For the presentation you may use Power Point or Hyperstudio or Claris Slide Show. If you do not have access to this technology, you may make a poster or overhead transparency presentation. Regardless of the type of presentation your group makes, one of your group members will be responsible for making a Biography-In-A-Bag report.



Humpty Dumpty Reconstruction

Step by Step Process:

1. Assign jobs to each group member. Everybody is a researcher to acquire assigned information about his/her topic.

- A. **Historian** is the source manager. In the event that more sources are needed or desired, this person will help find other appropriate sources for the group members. This person should have access to the internet after school hours. In the event that the manager is absent, this person will take over those duties.

- B. **Manager** is also the organizer. This person should be able to organize the group's research and settle minor problems or disputes. In the event that the Planner is absent, this person will take over those duties.

- C. **Biographer** is the person who will present the Biography-In-A-Bag report. This person needs to select one of the biographies to research. In the event that the Techie/Artist is absent, this person will take over those duties. This person should have some computer expertise and/or artistic ability.

- D. **Writer-Orator** will be responsible for writing up the New America Plan. This person will work closely with the Manager, Planner, and the Techie/Artist. This person will also talk about the Plan during the presentation. In the event that the Techie/Artist is absent, this person will be able to take over those duties.

- E. **Planner** will be responsible for keeping the group on task and meeting checkpoint deadlines. It is important to meet these checkpoints so you and your group will earn the maximum points possible on this assignment. In the event that the Biographer is absent, this person will take over those duties. This person also needs to select a biography from the grid.

- F. **Techie/Artist** will be the person to organize and create the presentation either using technology or poster or overheads. This person should be artistic and/or

have expertise with making computer-based presentations. In the event that the historian is absent, this person will be able to take over those duties.

2. Pick a topic from the Reconstruction Brain Based Grids attached.

3. Write your name and primary job in the grid box of the topic that you have chosen. This is due at the end of the first class session.

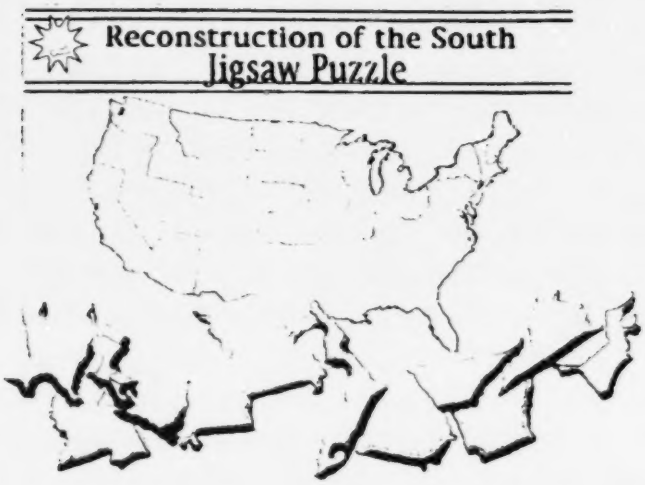
4. Begin research. With the exception of the biographies, each topic has two sites listed. You may use one or both as long as you can show a clear understanding of the topic. For the biographies, if you want more information, you may wish to use encyclopedias or Google.com. Your historian or teacher can help you if you want more information. You may use the Copy & Paste method or the SKIN-Diving Research forms to help you record your information. Use one form for each site you visit. At the end of second class session each group member will need to have at least a half page of research notes completed. (5%)

5. Finish researching your topic. By the end of the third class session, each group member will need to turn in his/her complete research. (10%)

6. On the fourth and fifth days it is not necessary to use computers. On these days you need to discuss each other's research and begin formulating your own New America Plan. Include ingredients from everyone's research, a solution how to make (1876) America better for all, and a way to resolve the Presidential Stalemate. A rough draft of this plan is due at the end of the fifth day. (15%)

7. On the sixth and seventh days you will be back in the computer lab preparing your presentation. Your writer will be preparing the New America Plan. Your Techie/Artist will be preparing the presentation. Your Biographer will be organizing his/her presentation. Your other group members will be assisting as necessary. This may include making sure that you have used the elements of persuasion into your presentation. Use the Chec-Bric.

8. Group members who are not actively involved in creating the presentation need to be answering the Conclusion questions. Each group will have one set of answers for these questions on the day of the presentation. Each group member will need to answer the reflection questions and also turn these in at the time of your presentation. None of you can afford to mess around at this time. The Conclusion and Reflection questions are worth 20%. Your presentations are due on the eighth day. (50%) There are 25 bonus points for each group member for giving the most persuasive presentation from each class.



Humpty Dumpty Reconstruction - Resources

Resources:

Electronic Resources:

Overview & Point of View

Timeline that provides a good overview of the era.
http://beatl.barnard.columbia.edu/amciv/ReconTLine.htm

Confederate Military History: This site gives the Southern point of view regarding Reconstruction. The introduction cautions the reader that there is a definite Southern bias in this material. The site also contains links to other "biased" information such as the Presidential Plan, Johnson's Reconstruction, Congressional Reconstruction and carpetbaggers.
http://www.civilwarhome.com/reconstruction.htm

This site gives a general overview of Reconstruction in outline form. It is a good place for teachers and students to get a starting point.
http://www.history.sfasu.edu/history/133_Unit4D.html

This site is a short thesis paper and provides a very good overview of issues related to Reconstruction.
http://www.beaconschool.org/~rgrullon/reconstruction.html

New Nation News. This is a very good chronology of the Reconstruction Era.http://www.law.umkc.edu/faculty/projects/ftrials/impeach/Chronology.html

Carpetbaggers & Scalawags

Electric Library. Brief encyclopedic definition.
http://www.encyclopedia.com/html/s1/scalawag.asp

http://www.truthinhistory.org/carpetbaggers.htm

Neither Carpetbaggers Nor Scalawags. This site is an advertisement for a book by the same name, but it does give a general overview of the terms.
http://www.alabamablackhistory.com/scalawag/scalawag1.htm

Carpetbaggers
http://www.truthinhistory.org/carpetbaggers.htm

Scalawags
http://civilwar.bluegrass.net/AftermathAndReconstruction/scalawags.html

Jim Crow

Teaching History Online. Interesting pictures and useful links such as Ida Wells, Plessy v. Ferguson, etc.
http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm

http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm

Jim Crow Laws
http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm

Panic of 1873

PBS. This site is standard PBS quality and provides a good overview of the topic. http://beatl.barnard.columbia.edu/amciv/ReconTLine.htm

This site provides an overview of the topic.
http://www.micheloud.com/FXM/MH/Crime/crime.htm

Black Codes

Teaching History Online. Great pictures and very useful links for Andrew Johnson, Ku Klux Klan, Civil Rights Act of 1875, etc.
http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm

African American History. Good general information and an index for other related information.
http://afroamhistory.about.com/homework/afroamhistory/library/weekly/aa121900a.htm

Freedman's Bureau

Atlantic Online. This is an article written by W.E.B. DuBois. Very literary piece. http://www.theatlantic.com/issues/01mar/dubois.htm

University Of Virginia. This site has a series of pictures that are actually links.
http://www.iath.virginia.edu/vshadow2/HIUS403/freedmen/bureau.html

Burning of Richmond, 1865

Richmond National Battlefield Park. Great description of the event
http://www.nps.gov/rich/ri_bats.htm

Civil War Richmond. This site provides a short overview and many links for detailed accounts. Just pick one.
http://www.mdgorman.com/fall_of_richmond.htm

Memphis Race Riots

Freedmen's Bureau. Primary source documents provide accounts of the event. http://freedmensbureau.com/tennessee/outrages/memphisriot.htm

Black Holocaust. This site has good information on the race riots.
http://www.geocities.com/CollegePark/Classroom/9912/lynchingera.html

Election of 1866 & Compromise of 1877

USA Chronology. This source provides a very good description of the event.
http://campus.northpark.edu/history/WebChron/USA/1877Comp.html

HarpWeek. This site provides a lot of information about the event.
http://elections.harpweek.com/9Controversy/PlanOfSettlement.htm

Military Reconstruction Acts, 1867

Teaching History Online. Good overview information and excellent links for topics such as 14th Amendment, Grant, Sumner, Radical Republicans, etc. http://www.spartacus.schoolnet.co.uk/USASreconstruction.htm

The Learning Network. Encyclopedic information with other links for Stanton and Tenure of Office Act.
http://www.infoplease.com/ce6/history/A0860648.html

Lincoln's Reconstruction Plan

Teaching History Online. Good information and links for 13th Amendment, Andrew Johnson, Civil War, Lincoln etc.
http://www.spartacus.schoolnet.co.uk/USASplan.htm

The Learning Nework. Encyclopedic information with an index for other related articles. Good links for lot of information on the Reconstruction.
http://www.infoplease.com/ce6/history/A0860645.html

Wade Davis Reconstruction Plan

Teaching History Online. Good information and links for Wade, Davis, Thadeus Stevens, Lincoln, etc.
http://www.spartacus.schoolnet.co.uk/USASwadedavis.htm

Soldier's Gazette. Lots of good information and some interesting biographical information on some of the more obscure people of this era.
http://www.geocities.com/CapitolHill/7600/june99.html

Andrew Johnson's Reconstruction Plan

Civil War Heritage Ring. Good overview information, links, and index but shows a Southern bias.
http://civilwar.bluegrass.net/AftermathAndReconstruction/johnsonsreconstruction.html

The Learning Network. Good information, plus links for other relevant information. http://www.infoplease.com/ce6/history/A0860646.html

Civil War Aftermath

The Civil War Home Page. Lots of statistics and facts.
http://www.civilwarhome.com/casualties.htm

Interactive Civil War. Excellent photojournalism of Civil War damage &

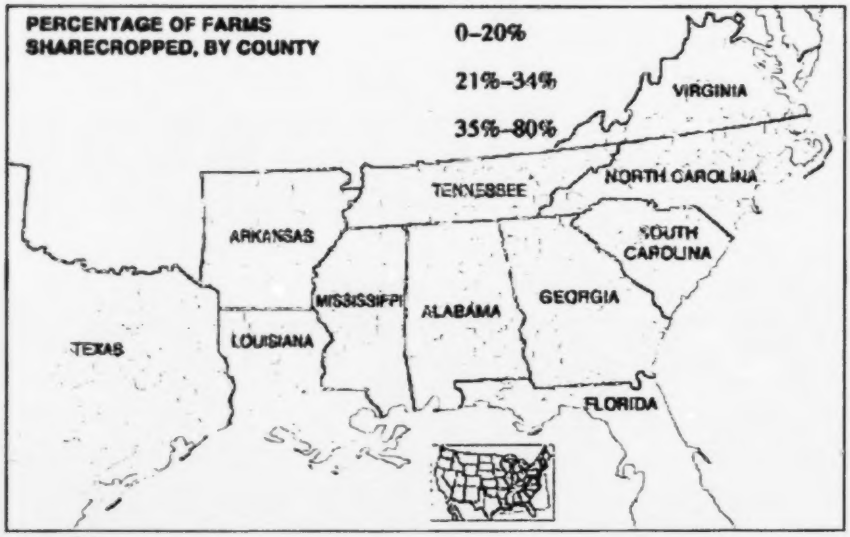
destruction. Great links for a wealth of Civil War Information.
http://www.swcivilwar.com/DestructionPhotos.html

Force Acts 1870-1871

Primary source document with the actual text. There are links on this site for many other useful sites.
http://www.nv.cc.va.us/home/nvsageh/Hist122/Part1/ForceActsEx.htm

Civil Rights Acts & Constitutional Amendments

Brief explanation of each amendment and the date it was passed.
http://www.senate.gov.vi/Information%20Pages/ConstitAmend.html



Biographies

Please use this site for the following biographies. John Wilkes Booth, Oliver Howard, Jefferson Davis, Charles Sumner, Thaddeus Stevens, Henry Adams, Hiram Revels, Andrew Johnson, Abraham Lincoln, Mary Todd Lincoln, Salmon P. Chase, Edwin Stanton, Ulysses S. Grant, Albion Tourgee, Mary Church Terrell, Grimke Sisters http://biography.com

U.S. Senate.: Blanche K. Bruce
http://www.senate.gov/learning/min_4m.html

Sharecropping

SHARECROPPING http://www.bchm.org/wrr/recon/p6a.html

Electric Library. This site gives a good encyclopedic description of the term. http://www.encyclopedia.com/searchpool.asp?target=@DOCTITLE%20sharecropping

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Bailey, Richard. **Neither Carpetbaggers Nor Scalawags**. Montgomery, Al.: Pyramid Publishers, 2001.

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Stampp, Kenneth. **The Era of Reconstruction**. New York: Vintage Books, 1965.

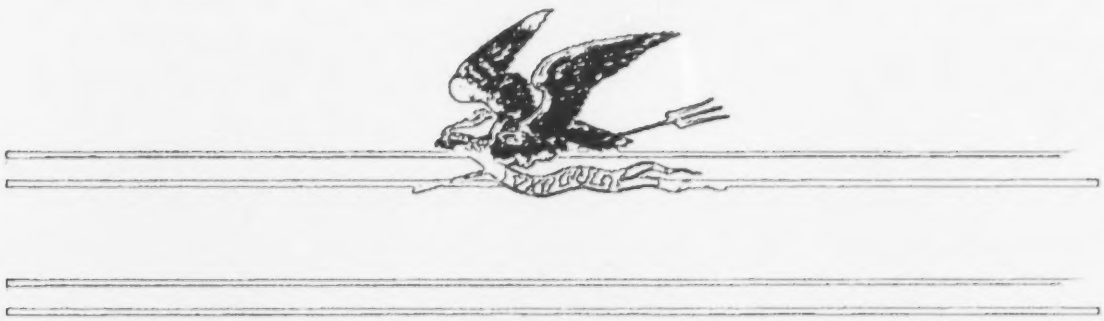
Viault, Birdsall. **American History Since 1865**. New York: McGraw-Hill, 1989.

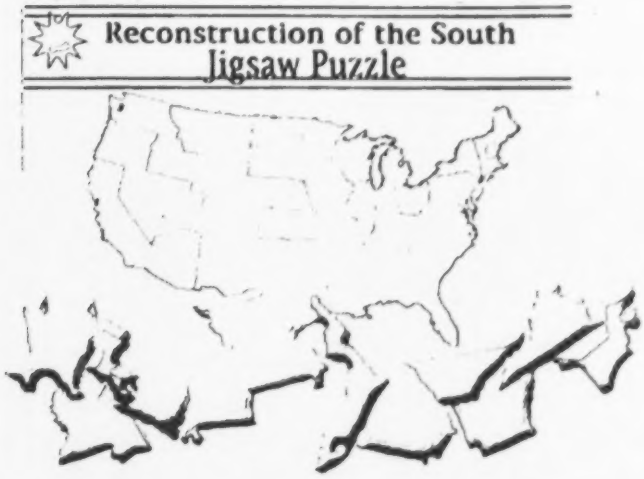
Wood, Forrest. **The Era of Reconstruction, 1863-1877**.Arlington Heights, Il.: Harlan Davidson, 1975.

Woodward, C. Vann. **Origins of the South**. Baton Rouge, La.: Louisiana State University Press, 1999.

Woodward, C. Vann. **The Burden of Southern History**. Baton Rouge, La.: Louisiana State University Press, 1993.

Biography-In-A-Bag: Gather 8-10 ordinary items to represent your person. For example if your person was a writer, you might use a pencil to represent that portion of the biography. If your person was a teacher, you might include an apple. Put all your items in a bag or shoebox. Pull these items out, one by one to discuss important aspects of your person's life.

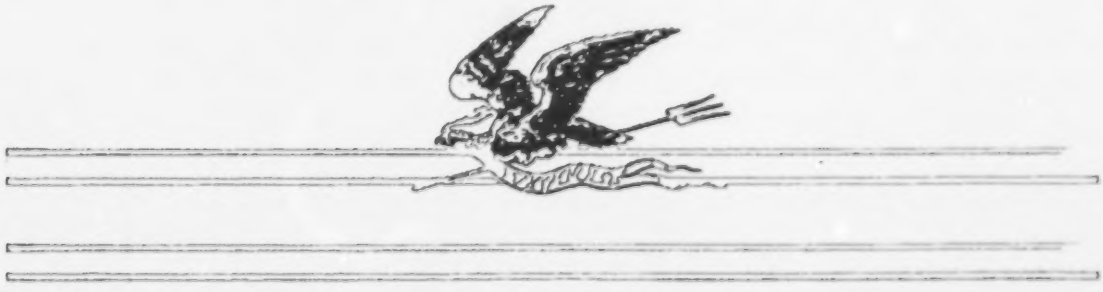


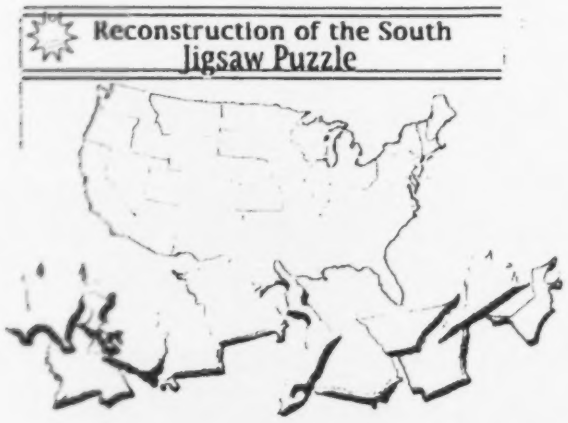


Humpty Dumpty Reconstruction

Learning Advice:

As eighth grade students your teacher may decide to organize groups for you or may give you the opportunity to make that choice for yourself. Either way, realize that your teacher has your best interests in mind. If you get to select your own group members, be sure to choose wisely. Pick people who are hard working like you and have good attendance. If you experience problems within your group, first try to resolve them on your own. If this is impossible, bring the matter to the attention of your teacher. Use your time wisely and constructively. Much time has been spent in preparing this lesson for you to use with a minimum of problems. The world-wide-web already has been searched for you. Therefore, if you will stick to the sites listed in this lesson, you will have a much easier time of managing your research and preparing your presentation within the allocated timeframe. To get the full picture of what is expected of you in this lesson, spend most of the first day reading through the entire student section of the lesson. The checkpoint deadlines of this lesson have been established to assist you in managing your time and preparing a quality presentation.





Humpty Dumpty Reconstruction

Evaluation Criteria:

For this project your group grade will also be your individual grade. Because of how this lesson is structured, you are in charge of the grade you will earn. The only individual points for this assignment are the 10% that you will earn for completing the reflection questions. Your group grade will be earned by meeting the following criteria:

1. This project is due as a group presentation in eight school days.

2. There will be four checkpoint deadlines along the way.
   Day 1: Fill out the Brain Based Grids with your name and job.
   Day 2: Turn in at least a half page of research notes. = 5%
   Day 3: Turn in your completed research notes. = 10%
   Day 5: Turn in a rough draft of your New America Plan. = 15%

3. Group Presentation
   a. Contains a 3-4 page New America Plan. Review the Task and Chec-Bric to assure that you have completed all items. = 20%
   b. A visual or media presentation to will actually be the group presentation. You will not read the 3-4 page New America Plan. = 20%
   c. Biography-In-A-Bag report = 10%

4. Conclusion & Reflection questions answered. =20%

Reconstruction of the South
Jigsaw Puzzle

Humpty Dumpty Reconstruction

Conclusion:

As a group, answer these questions. Turn this in with your New America Plan.

1. After the Civil War, was it possible to put America back together the way it was before the war? Why? Why not?

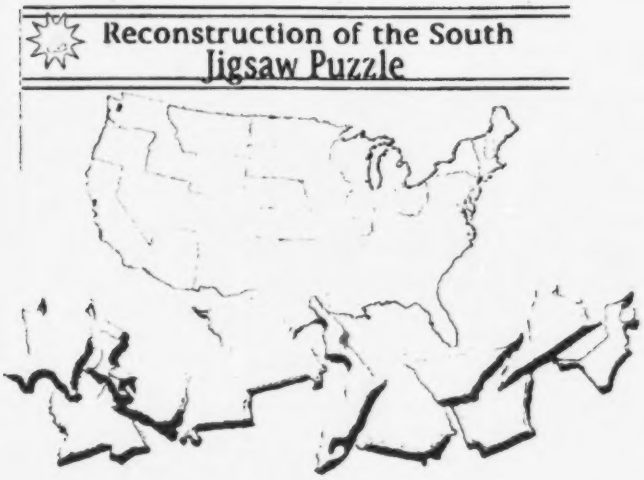
2. What would have been necessary for America to allow greater liberty for all people during the Reconstruction Era?

3. What do you think was the greatest success of the Reconstruction Era? Why?

4. What do you think was the greatest failure or problem of the Reconstruction Era? Why?

5. How did Southern whites try to resist freedom for the former slaves? List three ways.

6. If you were President, under what terms would you have allowed the Confederate States to rejoin the United States?

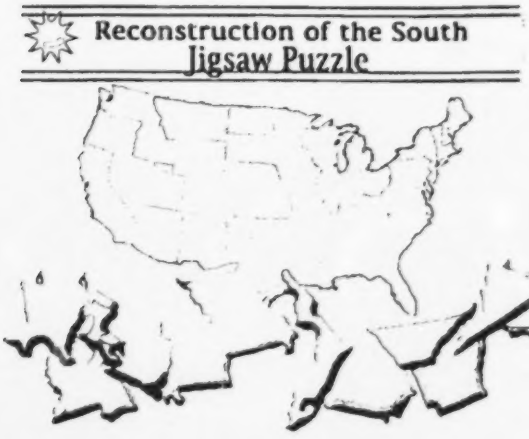


Humpty Dumpty Reconstruction

Reflection:

As homework (or a warm-up activity), answer these questions individually about this assignment. Because of the very small lines, you will need to answer these questions on a separate piece of paper.

1. The most interesting part of this lesson was _____. Why?
2. The most difficult part of this lesson was _____. Why?
3. I learned the most about _____ from this lesson. Why?
4. My group experience during this activity was _____. Why?
5. My advice to future students doing this lesson is _____. Why?



Humpty Dumpty Reconstruction

Extension Activities:

Have you finished early? Are you bored? Are you looking for something extra to due? Do you want to learn more? After you have double-checked your work, assure that you have completely finished and thoroughly followed all directions, I have three perfect solutions.

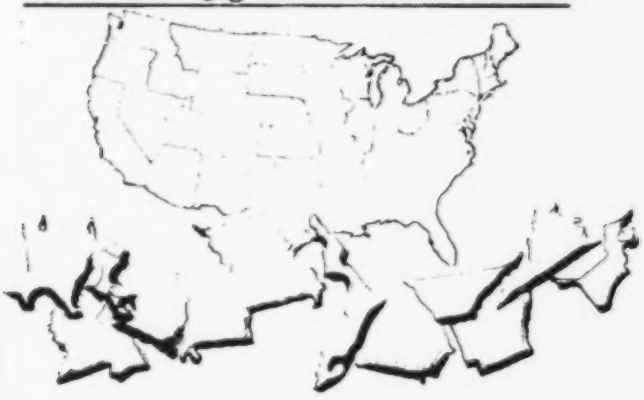
1. Please obtain a copy of the six Brain Based Grids from your teacher. Go to http://www.google.com and expand the electronic resources for this lesson. Hint: Some of the most reputable and least biased sources have "edu." in their address.

2. Please visit the SCORE site at http://score.rims.k12.ca.us and go into one of the eighth grade lessons. Use the "Resources" button and you will find a resource evaluation guide. Using this guide, evaluate the resources you used for this project.

3. You may write a song or a play that represents your 1876 ideas.

Your teacher will see to it that you get an appropriate amount of extra credit for any of these
activities.

Reconstruction of the South
Jigsaw Puzzle



Humpty Dumpty Reconstruction - Teacher Notes

Grade Level/Unit: Eighth Grade/ Reconstruction

Standards:

H/SS Standards Addressed:

A. Habits of the Mind-Analysis Skills (pg. 14)

1. Chronological & Spatial Thinking

   a. Students analyze how change happens; that change is complicated and affects values and beliefs.

2. Research, Evidence & Point of View

   a. Students detect different points of view
   b. Students construct oral and written presentations.

3. Historical Interpretation

   a. Students explain the central issues and problems of the past

B. Content Standards: (H/SS Standards pg. 26-27)

8.10 Students analyze the complex consequences of the Civil War, in terms of:

8.10.7 how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation

8.11 Students analyze the character and lasting consequences of Reconstruction in terms of:

8.11.1 the original aims of Reconstruction and the effects on the political and social structure.

8.11.3 the effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedmen, including racial segregation, and "Jim Crow" laws

8.11.4 the rise and effects of the Ku Klux Klan

8.11.5 the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction

Information Literacy Skills:

1. Students learn/improve skills of skimming, scanning, and summarizing informational material from the internet and other printed materials.
2. Students learn/improve skills involving the organization of research into an effective speech and presentation.

English-Language Arts & Literacy Skills:

1. Reading
2. Reading Comprehension
3. Persuasive Writing Genre
4. Speaking
5. Listening
6. Presentation Skills
7. Using technology to research and present information

Purpose of Lesson:

This lesson addresses the California H/SS Standards for both content and analysis skills. While addressing the issue of Reconstruction, students are able to develop their own New America Plan. It has been my experience with eighth graders that many of these young people have very strong

opinions about how things ought to be, especially with regard to human rights and civil liberties. Additionally, this lesson also improves technology and literacy skills.

Length: Class Hours: 8-10 class periods

Teacher Materials:

As long as the teacher has access to internet linked computers, the amount of additional materials are very minimal. The teacher will want to download and print the Brain Based Grids, the Chec-Bric. Students will have a more manageable time with this lesson if they have easy access to these documents. The teacher may also want to download and print the SKIN-Diving Form and/or the Conclusion and Reflection questions. I usually keep a stack of the SKIN-Diving Forms in the computer lab, but do not download the Conclusion and Reflection questions. For teachers without lab access, I have seen other educators download and print the research for students to use. It is also possible to use this lesson with a variety of the more traditional library materials.

Interdisciplinary Connections:

This lesson makes a very natural connection between History and Language Arts. This is an ideal lesson for the educator who is teaching both classes or for the teachers who want to present a combined assignment. This lesson also makes the obvious connection with technology. Without the use of technology, it is still possible to use this lesson, but it is not as engaging for students. Because History touches all aspects of the social sciences, this lesson can also be used to study politics, geography, and economics.

Adaptations for Special Needs:

If you will be using this lesson with students who have RSP or ELL needs, the job of the Biographer and/or Planner are likely to be more manageable than perhaps the job of the manager, historian, or writer. Frequently students who have had difficulty with traditional modes of informational literacy have a knack and natural ability for technology. I have often seen a student struggle with books and yet be much more successful when reading information from a computer screen. If you have students who are visually impaired, you may want to download and print a research topic ahead of time to be translated into Braille. For your students who are more advanced, perhaps the GATE students, you may want to encourage them to take advantage of the Extension Activities. However, I have often found that these students are very content with the existing lesson, but usually like to exceed the prescribed criteria. It is entirely possible that you may

want to extend the students' time in the computer lab by a day or two. You will know if this is necessary by how engaged and earnestly working the students appear to be. Perhaps you teach at a school where absences are a problem. The best way I have found to counter this problem on this type of assignment is to collect and keep the students' work on a daily basis. This seems to help solve the problem of the absent kid being the one with all the research and information.

Background information:

While the Reconstruction Era is often assumed to be what happened after the Civil War, in reality there were actually two Reconstruction Plans that were discussed during the war. One of these was the Lincoln 10% Plan of 1863. This plan had at least 10% of the 1860 electorate in the Confederate States take oaths of allegiance to the Union. This plan was considered to be too lenient by some of Lincoln's own party. In 1864 the Wade-Davis Bill was also being discussed. This required that the majority of the 1860 electorate in the Confederate States take oaths of allegiance prior to being readmitted to the Union. In 1865 Lincoln compromised by proposing the thirteenth amendment to the Constitution. The former Confederate States would have to ratify this amendment prior to being readmitted to the Union. With Lincoln being assassinated in 1865, and Andrew Johnson taking over the Presidency, the Reconstruction issue took on a new set of perspectives and problems. Johnson was a Southern Democrat whom Lincoln had put on his Republican Party ticket in an effort to try to help heal America's divisiveness and bitterness. Johnson believed that the white Southerners should be allowed to voluntarily proclaim their allegiance to America and set up their own state governments. Johnson also supported the Black Codes that were implemented in the South. Johnson's rift and frequent conflicts with the Republican Congress were what eventually led to his impeachment. Reconstruction efforts somewhat continued until 1877. Federal troops were in place in the South to try to insure the civil liberties promised by the 13th, 14th, and 15th amendments. In 1873 America experienced a major financial recession, which always tends to refocus people's attention to their pocketbooks rather than more humanitarian concerns. The end of Reconstruction came out of the disputed Presidential Election of 1876 between Hayes and Tilden. Part of the Compromise of 1877, which allowed the Presidential Crisis to be resolved, was that the federal troops would be removed from the South. This action pretty much allowed the South to manage their affairs any way they saw fit. Nonetheless the Reconstruction era was a period of transition for America. This era saw Constitutional Amendments enacted that made slavery come to an end, allowed former slaves be considered as citizens, and provided enfranchisement for former slaves who were males. The paradox of Reconstruction is that the plight of African Americans actually continued to worsen, as evidenced by poverty, racism, segregation,

disenfranchisement, and lynchings. It would not be until the Second Reconstruction in the 1950s and 1960s that many of the promises and goals from the First Reconstruction were able to see the light of reality.

Credits:

This lesson has been researched and created by Freda Kelly, for the SCORE site, June, 2001. I would love to hear from teachers and/or students as to how this lesson worked in your class. I am very grateful to Peg Hill for the opportunities to produce these lessons. Every time I create one, my learning expands exponentially. I learn about the content in depth, more about technology, and always discover at least one outstanding web site for future research. As I have used several of these lessons with students of all abilities and backgrounds, I am convinced that this is cutting edge pedagogy and a way to provide success for all students. As I was preparing this lesson, my personal life seemed to be falling apart. I want to gratefully dedicate this lesson to my dear friend and fellow historian, Barbara Headle for all her support and encouragement. I am now convinced that sometimes when a life falls together, it just looks like it is falling apart. For everyone who has the opportunity to use this lesson, I hope your life is filled with at least one great friend. Friendship and knowledge are the real treasures of this life.

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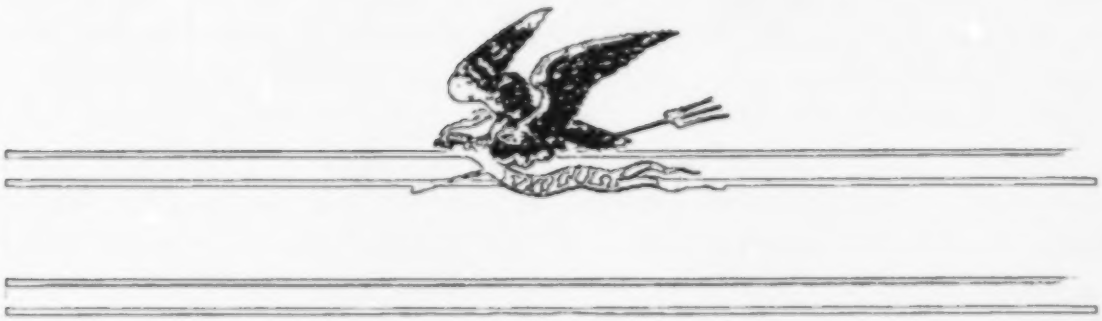

Reconstruction Brain Based Grids

Jim Crow Laws	**Lincoln's Reconstruction Plan**	**Grimke Sisters**
Burning of Richmond	**Oliver Howard**	**Overview & Edwin Stanton**

Reconstruction Brain Based Grids

Amendments 13 &15 (Discuss the content and context)	**Freedman's Bureau**	**Military Reconstruction Acts**
Ulysses Grant	**Overview & Civil War Aftermath**	**Jefferson F. Davis**

(F. Kelly, SCORE, 2001)

Overview & Albion Tourgee	**Mary Church Terrell**	**Civil War Aftermath**
John Wilkes Booth	**1876 Election & Compromise of 1877**	**Force Acts, 1870-1871**

Reconstruction Brain Based Grids

Reconstruction Brain Based Grids

Mary Todd Lincoln	**Civil War Aftermath**	**Thaddeus Stevens**
Overview & Panic of 1873	**Salmon P. Chase**	**Memphis Race Riots, 1866**

(F. Kelly, SCORE, 2001)

Reconstruction Brain Based Grids

Carpetbaggers & Scalawags	**Andrew Johnson (Be sure to discuss his Presidency and Impeachment.)**	**Wade-Davis Bill**
Overview & Henry Adams	**Black Codes**	**Amendment 14 (Discuss the content and context)**

Reconstruction Brain Based Grids

Johnson's Plan for Reconstruction	**Abraham Lincoln (Be sure to discuss his Presidency and assassination)**	**Sharecropping**
Blanche K. Bruce	**Overview & Charles Sumner**	**Civil Rights Act, 1875**

(F. Kelly, SCORE, 2001)

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